

POSTSECONDARY

## VALUE COMMISSION

# ENSURING A MORE EQUITABLE FUTURE: THE ROLE OF COLLEGES IN EDUCATING STUDENTS TO BECOME CHANGE AGENTS

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# ENSURING A MORE EQUITABLE FUTURE: THE ROLE OF COLLEGES IN EDUCATING STUDENTS TO BECOME CHANGE AGENTS

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# INTRODUCTION: HOW INSTITUTIONS PREPARE STUDENTS TO ADDRESS RACIAL & SOCIAL JUSTICE

Higher education is one of the few tools that can disrupt inequitable systems. A college education can both provide opportunity to those who have been excluded, and educate, motivate, and prepare individuals to fix inequity. For higher education to truly benefit an increasingly diverse society, the system must provide opportunity and serve all students well. Quantitative and qualitative data tell us that higher education has yet to fulfill this promise, with disparities especially persistent for: students from low-income families; underrepresented students of color such as Black, Latinx, Indigenous, and Asian American and Pacific Islander (AAPI) students; and students who are first in their family to attend college, work full-time, or are parents.<sup>1</sup> Too often, participating in higher education comes with personal, financial, and emotional barriers and costs that are too high for underrepresented students. Even after grants and scholarships, in 47 out of 50 states, first time students from families making less than \$30,000 still have to work more than 15 hours a week to be able to afford a four-year college.<sup>2</sup> Many students' forays into higher education leave them worse off than when they started: with (at times considerable) debt, but no degree.

**A college education can both provide opportunity to those who have been excluded, and educate, motivate, and prepare individuals to fix inequity.**

The good news is that there is growing political will to provide financial, academic, and social supports to meet the needs of today's students who face such barriers. The challenge is the reluctance to address social injustice broadly and racial inequality specifically and explicitly.

When it comes to racial inequity in higher education, there is a vast body of research highlighting that disparities exist. In almost every state, Black students remain underrepresented in public higher education.<sup>3</sup> Even with the advantage that attending college can provide, Black students who make it to college face barriers to college success. These barriers include limited opportunities to interact with faculty and curricula that are reflective of their cultural background and experience, greater struggles identifying resources to pay for living expenses, books, and fees while in college, not being able to talk to a counselor who shares their race/ethnicity after experiencing racial discrimination and isolation, and more.<sup>4</sup> These issues translate into differences in outcomes and success between White students and Black, Latinx, Indigenous, and AAPI students—disparities that the Postsecondary Value Commission's Postsecondary Value Framework attempts to illuminate.

Furthermore, people with postsecondary education go on to hold influential roles in sectors like criminal justice, business, healthcare, and housing. If those leaders don't leave higher education better equipped to tackle issues of race/ethnicity, higher education has missed an incredible opportunity to demonstrate its value and dismantle inequities within those systems. After college, the differences in opportunity and outcomes for Black, Latinx, Indigenous, and AAPI students continue because of inequities within and beyond postsecondary education. Higher education may not be able to solve social injustice on its own, but, by nature of its interconnectedness with other systems that also create, sustain, and exacerbate racial inequity, postsecondary education has a role to play in advancing a more just society.

Because of this interconnectedness, it is incumbent upon higher education to measure how effectively it is preparing students to address issues of racial and social justice on campus and in their careers and communities. Educating doctors, lenders, teachers, policymakers, and judges who are trained to spot and combat inequities in other contexts could have an impact for generations to come.

Currently, to prepare students, colleges and universities use strategies like diversity courses, hiring diverse faculty, tracking who gets access to which academic programs by race/ethnicity, and equipping faculty to re-design curricula and practices that reflect today's diverse students. Strategies for measuring higher education's success at creating a healthy racial climate and educating students on issues of race/ethnicity include curricula/syllabi reviews, climate surveys (i.e. Higher Education Research Institute's (HERI) Diverse Learning Environments (DLE) Survey, etc.), surveys of student engagement (i.e. National Survey of Student Engagement (NSSE), Faculty Survey of Student Engagement (FSSE), etc.), surveys of academic self-concept and interactions with mentorship and faculty, and studies on the impact of diversity courses. However, existing surveys are not yet sufficient to measure institutional success in this arena in a comprehensive way.

Most currently available surveys address students' experiences with racial and social justice without assessing growth and learning over time. For example, existing survey items measure how often institutions expose students to experiences that encourage social justice. However, too few address how well these experiences prepare students to identify and combat injustice. These surveys measure the process of social justice preparation in higher education, but not the outcomes of social justice preparation in higher education (Figure 1). This paper summarizes the surveys that exist, makes recommendations for improved measurement tools, and explores the possibility of metrics that robustly measure institutional effectiveness at preparing students for justice.

## WHAT SURVEYS CAN REVEAL ABOUT STUDENTS' PREPARATION TO PROMOTE SOCIAL JUSTICE

What policymakers and higher education leaders measure matters. Institutions, federal and state agencies, and accrediting and funding organizations share responsibility for equity. To foster equity in postsecondary access and outcomes, social justice must be an integral factor in accountability systems all the way from the United States Department of Education to departmental committees. The goal of the Postsecondary Value Commission is to develop a framework for understanding whether and how colleges and universities create equitable value for students and society. To that end, existing national and campus-level surveys were reviewed to identify metrics that explain how effectively higher education delivers value by preparing students to address issues of racial and social justice on campus and throughout their careers.

There are challenges associated with this endeavor. To start, learning and value are inherently difficult to measure, and the surveys reviewed are not designed to specifically address these concepts. As mentioned above, these surveys typically assess whether an institution has processes in place to foster social justice learning, without measuring the outcomes of the processes. Most of these surveys do not evaluate students before and after a specific intervention or strategy. Rather, students and faculty are typically surveyed at a point in time and asked to reflect on their knowledge, beliefs, and values, and how they may have been impacted by their campus experiences. Some exceptions are specific studies of diversity courses at an individual course level.

The surveys summarized below evaluate what students and sometimes faculty know, believe, and learn about campus climate, inclusivity, and racial and economic justice. The surveys also include data on metrics that describe structural inequity including data on racial demographics of students, and faculty demographics and status (i.e. tenure track vs. adjunct), and trends in enrollment and student success and outcomes.

Many of the items reviewed addressed students' moral, ethical, social, and political orientations and actions without explicitly calling out race/ethnicity and racial justice. The highlighted survey items measure students' orientation towards actions that advance social justice, with an explicit focus on racial justice. Additionally, many of the items reviewed addressed students' learning on diversity without addressing the practical application of that learning. The recommended items address how well institutions prepared students to pursue racial and social justice through inward reflection and/or outward action.

## IMPORTANT PRECURSORS: CAMPUS DIVERSITY, CLIMATE, AND INCLUSIVITY

Through a social justice lens, institutions should deliver value by preparing students to enter the world ready to combat societal injustice. There are a few important precursors and process indicators that must be in place to deliver this ultimate outcome.

A crucial way to evaluate whether institutions are contributing to creating a more economically just society is by looking at who is being served and how well they are being served. Many of these indicators can be calculated using IPEDS data on enrollment, retention, transfer, and completion disaggregated by race/ethnicity, Pell grant eligibility, gender, and enrollment status. However, National Student Clearinghouse (NSC) data may provide a more accurate lens because of how marginalized students, such as Black, Latinx, Indigenous, and AAPI students, as well as students from low-income backgrounds, enroll and attend institutions, often attending part-time and moving from one institution to another.<sup>5</sup> Additionally, NSC data provide key performance indicators including: credit accumulation rate; credit completion ratio; gateway course completion; persistence/retention; transfer; credentials conferred; and time to credential. These data are the product of NSC's Postsecondary Data Partnership (PDP) which allows participating institutions to have more robust student data with more disaggregates than IPEDS. See Table A1 in the appendix for details on student access and outcomes.

It is also important to consider how institutions create campus environments that allow students their best opportunity to thrive and succeed while enrolled and while in the workforce. It is difficult, if not impossible, to train students to address racial and social justice on campuses that are not safe, diverse, and inclusive. Students of color, immigrants, LGBTQ students, women, and students with disabilities must be treated fairly, and feel a sense of belonging and empowerment as a result of how they are engaged and treated by faculty, staff, and peers on campus and their educational experiences and opportunities (including curricula<sup>6</sup>). Students need to first feel safe and respected on their campus before they can combat injustice in society.

Indicators that encourage supportive campus climates were reviewed, such as how accepted students feel on campus, how often they are able to engage across lines of difference, and how

much the university supports diversity through events, clubs, and policies. It's equally important to include indicators that track and report incidences of bias or violence on campus. Poor climates can negatively influence students' academic and social engagement, sense of belonging, and chances of completing a degree.<sup>7</sup> Federal mandates through the Equal Employment Opportunity Commission (EEOC), Office of Civil Rights (OCR), and Title IX can provide some of these data.

HERI's DLE Core Survey metrics focus on the following: how students and faculty experience, witness, or report discrimination; satisfaction with campus racial diversity; and how often students engage across lines of difference. HERI's Faculty Climate Survey asks about faculty's experience with discrimination and the impact of the stress it causes. See Table A2 in the appendix for a list of surveys designed to assess campus climate.

Finally, it is important to understand whether institutions are doing the best they can with the resources they have to strategically invest in underserved students and thereby advance economic justice.<sup>8</sup> The Corporation for National and Community Service (CNCS) gathers data on the size of institutional budgets proportionate to their spending on underserved students and community service projects. See Table A3 in the appendix for a list of metrics to gauge such institutional investments in economic justice.

## OUTCOME METRICS

Justice indicators should include measures of how institutions prepare their students to better engage around issues of racial and economic justice. For privileged students, this preparation helps them contribute to a positive campus climate during college and ensures that they approach their careers through a culturally competent lens.<sup>9</sup> For marginalized students, this preparation is necessary to help them navigate the stress and difficulty of bias and oppression in the workplace and in the world more broadly.<sup>10</sup>

This preparation takes place in the form of formal coursework that allows deep exploration of diverse topic areas outside of Western perspectives and other dominant narratives.<sup>11</sup> HERI's DLE Core Survey measures how institutions embrace a curriculum of inclusion, student support services, and co-curricular diversity activities. Also, the NSSE, and the corresponding FSSE, evaluate inclusiveness and engagement with cultural diversity, such as how much the university supports diversity through events, clubs, and policies. See Table A4 in the appendix for a list of surveys designed to assess how prepared students are to address racial and social justice and Table A5 for a list of specific survey items.

There is no perfect instrument that has been used to assess if and how colleges are preparing students to address social justice issues while on campus and after college. Further, such instrument would need to be administered at the beginning, during, and after their college experience to learn more about how students are growing and changing over time. However, individual items from existing surveys provide a good foundation from which an instrument can be built and even applied to other aspects of social justice such as class and gender. In the appendix, Table A6 shows available items on post-college outcomes and provides details on the survey items most relevant for measuring how and whether students are prepared for social justice over the course of their matriculation.

For example, the University of Southern California (USC) Race and Equity Center assessment asked students about the extent to which their campus prepares them for participation in a diverse democracy. The NSSE also asks students how much of their coursework emphasizes things like equity, privilege, and the skills needed to work with people from different backgrounds. Finally, HERI's DLE Core Survey and its optional Intergroup Relations Module asks students how often they took actions like educating others on social justice, critically evaluating their own privilege in regard to race/ethnicity and class and avoiding language that reinforced negative stereotypes (see Table 1).

These surveys are limited in that they typically ask students these questions at a single point in time. For example, HERI's DLE surveys only include sophomores and juniors. NSSE is a survey that is given to both incoming and outgoing students, but the outgoing students taking the survey are not guaranteed to be the same group of students who took it as incoming students, so the data on growth over time is only suggestive. To adequately measure an institution's contribution to any one student's preparation for racial and social justice, an instrument would need to be administered at the beginning, during, and after their college experience to learn more about how the specific student is growing and changing over time.

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**Table 1. Best Available Survey Items for Assessing Students' Preparedness for Addressing Social Justice**

| Metric   | Data Set   | Source  | Link                       | Cost  | Coverage/Usage           |  |
|--|--|---|----------------------------|---|--------------------------|--|
| <b>1. USC Race and Equity Center: National Assessment of Collegiate Campus Climates (NACCC)</b>                              | The NACCC survey content is based on more than a decade of the Race and Equity Center's qualitative climate studies at colleges and universities across the country. In the Fall of 2018, a select set of community colleges and four-year institutions participated in the pilot study of the NACCC. Though the survey itself is new, the center and its director are considered to be widely respected in the higher education research and advocacy communities.<br><br>The fee is \$10,000 per institution. Participating institutions can enroll in either a fall or a spring cohort. The fall cohort includes a 4-6 week survey administration period any time within the months of October through December. The spring cohort includes a 4-6 week survey administration period any time within the months of February through May. Institutions receive a Campus Climate Score report with areas of success and improvement, as well as recommendations for making their campus more inclusive. NACCC is currently for undergraduate students but is being expanded to include survey instruments for faculty and staff.<br><br>The NACCC consists of six content areas: Appraisals of Institutional Commitment, Racial Learning and Literacy, Impact of External Environments, Encounters with Racial Stress, Mattering and Affirmation, and Cross-Racial Engagement. Relevant items are included below. The survey instrument is not available online in its entirety, so it is unclear how the items below are gauged (i.e. response options and scales). | National Assessment of Collegiate Campus Climates (NACCC) | USC Race and Equity Center | <a href="https://race.usc.edu/colleges/">https://race.usc.edu/colleges/</a> | \$10,000 per institution | Approximately 150 institutions completed or contracted through Spring 2021 |
| <b>Survey Item:</b>  |  |   |                            |   |                          |  |
| <b>Racial Learning and Literacy</b>  |  |   |                            |   |                          |  |
| Response options: Unknown  |  |   |                            |   |                          |  |
| <ul style="list-style-type: none"> <li>• Extent of preparation from campus for participation in diverse democracy</li> </ul> |  |   |                            |   |                          |  |

| Metric   | Data Set   | Source                                       | Link   | Cost  | Coverage/Usage  |
|--|--|--|--|---|---|
| <b>2. Indiana University Center for Postsecondary Research: National Survey of Student Engagement (NSSE) Inclusiveness and Engagement with Cultural Diversity</b>  | The NSSE Inclusiveness and Engagement with Cultural Diversity module examines environments, processes, and activities that reflect the engagement and validation of cultural diversity and promote greater understanding of societal differences. Questions explore students' exposure to inclusive teaching practices and intercultural learning; perceptions of institutional values and commitment regarding diversity; and participation in diversity-related programming and coursework. The College Student Report annually collects information at hundreds of four-year colleges and universities about first-year and senior students' participation in programs and activities that institutions provide for their learning and personal development.<br><br>NSSE provides participating institutions a variety of reports that compare their students' responses with those of students at self-selected groups of comparison institutions. Comparisons are available for ten engagement indicators, six high-impact practices, and all individual survey questions. Each November, NSSE also publishes its Annual Results, which reports topical research and trends in student engagement results. NSSE researchers also present and publish research findings throughout the year. | National Survey of Student Engagement (NSSE) | Indiana University Center for Postsecondary Research | <a href="https://nsse.indiana.edu/nsse/survey-instruments/topical-modules/index.html">https://nsse.indiana.edu/nsse/survey-instruments/topical-modules/index.html</a> | \$300 registration fee. The administration fee is \$800 + \$1.50 per sampled faculty/instructor for a sample size under 100, and \$1,000 + \$1.50 per sampled faculty/instructor for a sample size of 100 or more<br><br>Over 1,650 schools have participated since 2000, including 531 colleges and universities in 2019. Approximately 6 million students have completed the survey since 2000, including 294,507 students in 2019. |
| <b>Survey Items:</b>   |  |  |  |   |   |
| <p><b>1. During the current school year, how much has your coursework emphasized the following?</b></p> <p>Response options: Very much, Quite a bit, Some, Very little</p> <ul style="list-style-type: none"> <li>Developing the skills necessary to work effectively with people from various backgrounds</li> <li>Recognizing your own cultural norms and biases</li> <li>Discussing issues of equity or privilege</li> </ul> <p><b>2. How much does your institution emphasize the following?</b></p> <p>Response options: Very much, Quite a bit, Some, Very little</p> <ul style="list-style-type: none"> <li>Providing students with the resources needed for success in a multicultural world</li> <li>Helping students develop the skills to confront discrimination and harassment</li> </ul> |  |  |  |   |   |

| Metric  | Data Set  | Source  | Link  | Cost   | Coverage/Usage   |  |
|---|---|---|---|--|--|--|
| <b>3. Higher Education Research Institute (HERI): Diverse Learning Environments (DLE) Core Survey</b> | <p>The DLE captures student perceptions regarding the institutional climate and practices as experienced with faculty, staff, peers, and student learning outcomes. Diverse student populations are at the center of the survey, and the instrument is based on studies of diverse student bodies and the complexity of issues that range from student mobility to intergroup relations.</p> <p>Schools participating in the DLE survey receive an institutional profile report, which includes institutional results broken out by sex, comparisons with other similar institutions, significance testing, effect sizes, CIRP constructs and themes, and a data file of unit record responses for the institution. The combined survey administration and registration fee is calculated based on total full-time equivalent undergraduate enrollment using IPEDS data. Staff must contact the HERI to see what the price is for their respective institution.</p> | <p>Diverse Learning Environments Survey (DLE)</p> | <p>Higher Education Research Institute (HERI)</p> | <p><a href="https://ucla.app.box.com/v/DLE-Instrument-Core-Modules">https://ucla.app.box.com/v/DLE-Instrument-Core-Modules</a></p> | <p>The combined survey administration and registration fee is calculated based on total full-time equivalent undergraduate enrollment using IPEDS data. Staff must contact the HERI to see what the price is for their respective institution. \$1,000 deposit required.</p> | <p>Since 2010, the DLE has been administered at 150 institutions, including 55 public four-years, 75 private two-years, and 20 public two-year institutions. Most of the institutions (116) have participated only once, 23 have participated twice, eight institutions three times, two institutions four times, and one institution six times.</p> |

**Survey Item:**

**18. How often in the past year did you:**

Response options: Frequently, Occasionally, Not at All

- Challenge others on issues of discrimination
- Recognize the biases that affect your own thinking
- Make an effort to educate others about social issues
- Critically evaluate my own privilege on an issue in regard to race/ethnicity, class, or immigration status

| Metric  | Data Set  | Source                                     | Link  | Cost  | Coverage/Usage  |
|---|---|--|---|---|---|
| <b>4. Higher Education Research Institute (HERI): Diverse Learning Environments (DLE) Core Intergroup Relations Module</b>  | The DLE Intergroup Relations Module is one of six optional modules for HERIs DLE. |  |   |   |   |
|   | Diverse Learning Environments (DLE) Survey Intergroup Relations Module            | Higher Education Research Institute (HERI) | <a href="https://heri.ucla.edu/diverse-learning-environments-survey/">https://heri.ucla.edu/diverse-learning-environments-survey/</a> | The combined survey administration and registration fee is calculated based on total full-time equivalent undergraduate enrollment using IPEDS data. Staff must contact the HERI to see what the price is for their respective institution. \$1,000 deposit required. | Since 2010, the DLE has been administered at 150 institutions, including 55 public four years, 75 private two years, and 20 public two-year institutions. Most of the institutions (116) have participated only once, 23 have participated twice, eight institutions three times, two institutions four times, and one institution six times. |
| <b>Survey Item:</b>   |   |  |   |   |   |
| <p><b>4. How often in the past year have you:</b></p> <p>Response options: Very Often, Often, Sometimes, Seldom, Never</p> <ul style="list-style-type: none"> <li>• Avoided using language that reinforces negative stereotypes</li> <li>• Challenged others on derogatory comments</li> <li>• Made efforts to educate myself about other groups</li> <li>• Worked with others to challenge discrimination</li> </ul> |   |  |   |   |   |

# DESIGNING A RACIAL JUSTICE ASSESSMENT

As noted above, currently available instruments do not adequately measure how well colleges and institutions prepare students to address social justice issues. A comprehensive assessment of student preparation for combating racial injustice would require:

**1. Survey instruments and tools that measure what students know at multiple points.**

Students should be asked about their understanding and beliefs about racism before college, and how much they learn during their college experience. Students should be assessed at multiple points in their college experience including when they begin college, during their experience, and at the end of their degree program. It's important that their growth is tracked longitudinally over time, rather than assessing cross-sections of different students at different stages of their educational process.

**2. Tools that measure how effectively different parts of students' college experience teach them about issues of race/ethnicity and racism** (i.e. courses, extracurricular activities, faculty interactions, etc.). This requires inquiry into which courses students are taking and what characteristics of those courses seem to be most impactful, like structure (Are there discussion groups?) and faculty characteristics (Race/ethnicity and gender of faculty? Tenure track or adjunct?), and whether extracurricular activities like a campus lecture were required or optional.

There should always be space in these assessments for students to articulate where colleges have not met their expectations and what they believe would have improved their learning process. There should also be space in the assessments for students to articulate why they reacted to a strategy or intervention in a particular way. For example, students who took courses tackling issues of race/ethnicity may express no change in attitudes or understanding, not because they are opposed to the ideas, but because they did not like the online format by which the course was administered. Those nuances matter in diagnosing how well a college or university is doing, that go beyond measuring whether they offer a course to measuring the course quality and delivery, which matter to students' learning and growth process.

**3. Qualitative and quantitative tools.** Different methods answer different research questions.

Quantitative methods like surveys help answer questions about trends, and how often or how much something takes place. Qualitative methods like interviews and focus groups help understanding of how and why something is happening. For example, at a four-year residential college serving primarily full-time students, a survey may reveal that most of the gains in understanding of racism happen for students after their second year. Or interviews with students may reveal that most of the learning is happening as a result of the intentional design of first year experience courses to tackle racism coupled with students' interactions with diverse students for the first time in the residence halls. Pinpointing when in their education students are engaging most with issues of racial justice can ensure that institutions integrate diverse perspectives and offer intentional opportunities to interact with diverse students and faculty throughout the course of their enrollment.

# ADVANCING RACIAL JUSTICE IN THE POSTSECONDARY VALUE FRAMEWORK

Everyone benefits when students from low-income backgrounds, Black, Latinx, Indigenous, AAPI students, and female students attain the same levels and types of postsecondary credentials at the same rates as their wealthy, White, and male peers. To quantify this impact, the Postsecondary Value Commission examined the economic returns from closing degree attainment gaps, program of study gaps, and wage and wealth gaps, showing the societal effects of increased attainment and equity.<sup>12</sup> Wage and wealth gaps are influenced by structural factors outside of postsecondary education, such as wage discrimination and inequities in the housing market. However, higher education is connected to these sectors through its graduates. If institutions fail to prepare their students to combat racial injustices in their work and lives, they are playing a significant role in creating, sustaining, and exacerbating these gaps. Thus, while we do not currently have the survey instruments to measure how well institutions are educating their graduates to be change agents, institutions and programs must not ignore this vitally important responsibility.

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The Postsecondary Value Framework also puts forward a set of economic returns thresholds that measures an institution's commitment to both enrolling low-income students, students of color, and women (overall and by program of study) and preparing them to reap economic returns in the workforce. Postsecondary institutions must be evaluated by more than access and completion of marginalized students, but rather by everything that happens in between, including their success, safety, sense of belonging on campus, and access to resources. Discussions around the value of postsecondary education must also account for how institutions embody the commitment to students from low-income backgrounds, students of color, and women by how they are represented, employed, and treated on campus. All of these process indicators are necessary for institutions to deliver on the ultimate outcome: preparing all students to combat racial injustices in their work and lives.

A postsecondary education has the opportunity to change the way students see the world and themselves. Diverse campuses, classrooms, and courses broaden students' thinking and understanding. These experiences present opportunities for identity development, which challenges and shapes students' worldviews. Within these collegiate experiences, marginalized students can learn to navigate the stress and difficulty of bias and oppression in the workplace and in the world more broadly. They are also able to discuss these experiences with their more privileged peers. Privileged students, in turn, gain a better understanding of the realities that individuals from other cultures face, enabling them to approach themselves and their peers through a culturally competent lens. These collegiate experiences also provide students with the skills to be better consumers of data, text, and other media. In today's world of around the clock news, data and media literacy ensure that students are able to analyze and evaluate the information being presented and identify misinformation, including around social justice issues. This continuum is outlined in Figure 1.

A postsecondary education can prepare students—especially privileged students—to actively work to dismantle discriminatory systems. As students engage with diverse texts, experiences, and people, they have the potential to become better informed caregivers, community members, and voters. Postsecondary education has the potential to change the trajectory of families, communities, and economies by preparing teachers, judges, doctors, and others in pivotal positions to practice their professions in equity-focused ways.

**Figure 1. Postsecondary Institution Model for Preparing Students as Social Justice Change Agents**

| Institutional Conditions  | Institutional Actions  | Institutional Assessments   | Institutional Outcomes  |
|---|--|---|---|
| <ul style="list-style-type: none"> <li>– Equitable enrollment of students of color and low-income students</li> <li>– Explicit commitments, goals, and incremental benchmarks to improve access, success, and attainment gaps</li> <li>– Staff and faculty diversity reflective of student body and state and local contexts</li> </ul> | <ul style="list-style-type: none"> <li>– Investment in need-based financial aid</li> <li>– Investment in student success and support initiatives (advising, coaching, mentoring, peer support)</li> <li>– Staff and faculty who embrace and utilize inclusive curricula and approaches</li> <li>– Credit-bearing coursework which emphasizes diversity, equity, and inclusion</li> <li>– Curricula and departments dedicated to ethnic or gender studies</li> <li>– Mandatory development experiences that help students recognize cultural norms, biases, and privilege (lectures, workshops, simulations, civic engagement)</li> <li>– Faculty and staff training on diversity, equity, and inclusion in the classroom and campus</li> </ul> | <ul style="list-style-type: none"> <li>– Equity audit of systems and processes (recruitment admissions, financial aid, hiring, tenure, discipline, etc.)</li> <li>– Comprehensive assessment of student preparation for combating racial injustice including: surveys and tools that measure what students know about racism at multiple points</li> <li>– Qualitative and quantitative tools that measure how effectively different parts of students' college experience teach them about issues of race/ethnicity and racism (i.e. courses, extracurricular activities, faculty interactions, etc.)</li> </ul> | <ul style="list-style-type: none"> <li>– Closing attainment gaps for: students from low-income backgrounds; students who are Black, Latinx, Indigenous, and/or AAPI students; and students who are first in their family to attend college, work full-time, or are parents</li> <li>– Students who are able to recognize their own biases, critically evaluate their privilege on an issue, and adjust their actions and thinking</li> <li>– Students who are able to work effectively with people from various backgrounds, challenge others on issues of discrimination, and make an effort to educate others about social issues</li> <li>– Students who are able to apply a social justice lens to their postsecondary experience, critically consume and analyze data and media, and identify equity issues in their academic and professional fields</li> </ul> |

# APPENDIX

**Table A1. Student Access and Outcomes**

| Metric  | Data Set               | Source         | Link  | Cost  | Coverage/Usage   |
|---|------------------------|----------------|---|---|--|
| <b>Acceptance rates by race/ethnicity, gender, income</b>   | *Annual College Survey | *College Board | <a href="https://professionals.collegeboard.org/higher-ed/recruitment/annual-survey">https://professionals.collegeboard.org/higher-ed/recruitment/annual-survey</a> | To participate, an institution must offer programs at least on the associate degree level and be accredited by one of the regional or national accrediting agencies recognized by the U.S. Department of Education. | The survey is administered annually to nearly 4,000 accredited undergraduate institutions. |
| <b>Early decision acceptance rates by race/ethnicity, gender, income</b>                          | *Annual College Survey | *College Board | <a href="https://professionals.collegeboard.org/higher-ed/recruitment/annual-survey">https://professionals.collegeboard.org/higher-ed/recruitment/annual-survey</a> | To participate, an institution must offer programs at least on the associate degree level and be accredited by one of the regional or national accrediting agencies recognized by the U.S. Department of Education. | The survey is administered annually to nearly 4,000 accredited undergraduate institutions. |
| <b>Legacy status by race/ethnicity, gender, and income</b>  | *Annual College Survey | *College Board | <a href="https://professionals.collegeboard.org/higher-ed/recruitment/annual-survey">https://professionals.collegeboard.org/higher-ed/recruitment/annual-survey</a> | To participate, an institution must offer programs at least on the associate degree level and be accredited by one of the regional or national accrediting agencies recognized by the U.S. Department of Education. | The survey is administered annually to nearly 4,000 accredited undergraduate institutions. |
| <b>Interactions with the criminal justice system are not considered in the admissions process</b> | *Annual College Survey | *College Board | <a href="https://professionals.collegeboard.org/higher-ed/recruitment/annual-survey">https://professionals.collegeboard.org/higher-ed/recruitment/annual-survey</a> | To participate, an institution must offer programs at least on the associate degree level and be accredited by one of the regional or national accrediting agencies recognized by the U.S. Department of Education. | The survey is administered annually to nearly 4,000 accredited undergraduate institutions. |

| Metric  | Data Set                             | Source   | Link  | Cost  | Coverage/Usage  |
|---|--------------------------------------|--|---|---|---|
| <b>Acceptance rates by race/ethnicity, gender, income “Freshman wait-listed students</b><br>(students who met admission requirements but whose final admission was contingent on space availability”)   | *Common Data Set                     | *Common Data Set (College Board, Peterson's, and U.S. News & World Report) | <a href="https://www.commondataset.org/">https://www.commondataset.org/</a>   | Institutions provide their data voluntarily and at no cost. Data are available for free.  | The College Board administers the Annual College Survey to nearly 4,000 accredited undergraduate institutions. Peterson's administers the Undergraduate Institutions Survey to over 4,000 institutions, and U.S. News & World Report assessed 1,452 institutions in 2020. |
| <b>Early decision acceptance rates by race/ethnicity, gender, income; “Early decision: Does your institution offer an early decision plan</b> (an admission plan that permits students to apply and be notified of an admission decision well in advance of the regular notification date and that asks students to commit to attending if accepted) for first-time, first-year (freshman) applicants for fall enrollment?” | *Common Data Set                     | *Common Data Set (College Board, Peterson's, and U.S. News & World Report) | <a href="https://www.commondataset.org/">https://www.commondataset.org/</a>   | Institutions provide their data voluntarily and at no cost. Data are available for free.  | The College Board administers the Annual College Survey to nearly 4,000 accredited undergraduate institutions. Peterson's administers the Undergraduate Institutions Survey to over 4,000 institutions, and U.S. News & World Report assessed 1,452 institutions in 2020. |
| <b>Access to and perception of career guidance by race/ethnicity, income, and gender</b>  | 2017 Student Survey                  | Strada/Gallup Survey   | <a href="https://news.gallup.com/reports/269063/strada-gallup-2017-college-student-survey-report.aspx?utm_source=Strada_Reports_Confirmation_Email&amp;utm_medium=email&amp;utm_campaign=Confirmation_Email_Dec2019&amp;utm_content=Download_the_Report_Link_3">https://news.gallup.com/reports/269063/strada-gallup-2017-college-student-survey-report.aspx?utm_source=Strada_Reports_Confirmation_Email&amp;utm_medium=email&amp;utm_campaign=Confirmation_Email_Dec2019&amp;utm_content=Download_the_Report_Link_3</a> | Inconclusive  | Survey participants include more than 32,000 students at 43 randomly selected four-year institutions.   |
| <b>Access to and perception of advising by race/ethnicity, gender, and income</b>   | Faculty Survey of Student Engagement | Indiana University Center for Postsecondary Research                       | <a href="http://fsse.indiana.edu/pdf/topicalModules/Academic%20Advising.pdf">http://fsse.indiana.edu/pdf/topicalModules/Academic%20Advising.pdf</a>   | \$300 registration fee. The administration fee is \$800 + \$1.50 per sampled faculty/instructor for a sample size under 100, and \$1,000 + \$1.50 per sampled faculty/instructor for a sample size of 100 or more | Since 2003, more than 250,000 instructional staff from more than 800 institutions have responded to FSSE. The Inclusiveness and Engagement with Cultural Diversity module has been administered since 2013.   |

| Metric   | Data Set                             | Source   | Link  | Cost  | Coverage/Usage  |
|--|--------------------------------------|--|---|---|---|
| <b>Development of useful and transferable skills for the workplace (such as verbal and written fluency and analytic inquiry)</b> | Faculty Survey of Student Engagement | Indiana University Center for Postsecondary Research | <a href="http://fsse.indiana.edu/pdf/topicalModules/Development%20of%20Transferable%20Skills.pdf">http://fsse.indiana.edu/pdf/topicalModules/Development%20of%20Transferable%20Skills.pdf</a> | \$300 registration fee. The administration fee is \$800 + \$1.50 per sampled faculty/instructor for a sample size under 100, and \$1,000 + \$1.50 per sampled faculty/instructor for a sample size of 100 or more | Since 2003, more than 250,000 instructional staff from more than 800 institutions have responded to FSSE. The Inclusiveness and Engagement with Cultural Diversity module has been administered since 2013. |
| <b>Enrollment by race/ethnicity, gender, and income</b>  | IPEDS                                | NCES   | <a href="https://nces.ed.gov/ipeds/">https://nces.ed.gov/ipeds/</a>   | Federally collected and publicly available  | IPEDS data are annually gathered from the approximately 6,400 colleges, universities, and technical and vocational institutions that participate in the federal student aid programs.                       |
| <b>Completion by race/ethnicity, gender, and income</b>  | IPEDS                                | NCES   | <a href="https://nces.ed.gov/ipeds/">https://nces.ed.gov/ipeds/</a>   | Federally collected and publicly available  | IPEDS data are annually gathered from the approximately 6,400 colleges, universities, and technical and vocational institutions that participate in the federal student aid programs.                       |
| <b>Completion by program of study and race/ethnicity, gender, and income</b>   | IPEDS                                | NCES   | <a href="https://nces.ed.gov/ipeds/">https://nces.ed.gov/ipeds/</a>   | Federally collected and publicly available  | IPEDS data are annually gathered from the approximately 6,400 colleges, universities, and technical and vocational institutions that participate in the federal student aid programs.                       |
| <b>Proportional representation in program of study by race/ethnicity, gender, and income</b>                                     | IPEDS                                | NCES   | <a href="https://nces.ed.gov/ipeds/">https://nces.ed.gov/ipeds/</a>   | Federally collected and publicly available  | IPEDS data are annually gathered from the approximately 6,400 colleges, universities, and technical and vocational institutions that participate in the federal student aid programs.                       |

| Metric  | Data Set  | Source                                      | Link  | Cost  | Coverage/Usage   |
|---|---|---|---|---|--|
| <b>Enrollment by race/ethnicity, gender, and Pell status</b>                                      | National Student Clearinghouse Postsecondary Data Partnership | National Student Clearinghouse <sup>1</sup> | <a href="https://www.studentclearinghouse.org/colleges/pdp/">https://www.studentclearinghouse.org/colleges/pdp/</a> | Institutions provide their data voluntarily and at no cost. | There are more than 3,700 participating colleges and universities. These institutions account for the enrollment of over 99 percent of public and private students and regularly provide enrollment and graduation data to the Clearinghouse. About 500 colleges and universities participate in PDP as of this writing. |
| <b>Completion by race/ethnicity, gender, and Pell status</b>                                      | National Student Clearinghouse Postsecondary Data Partnership | National Student Clearinghouse              | <a href="https://www.studentclearinghouse.org/colleges/pdp/">https://www.studentclearinghouse.org/colleges/pdp/</a> | Institutions provide their data voluntarily and at no cost. | There are more than 3,700 participating colleges and universities. These institutions account for the enrollment of over 99 percent of public and private students and regularly provide enrollment and graduation data to the Clearinghouse. About 500 colleges and universities participate in PDP as of this writing. |
| <b>Completion by program of study and race/ethnicity, gender, and Pell status</b>                 | National Student Clearinghouse Postsecondary Data Partnership | National Student Clearinghouse              | <a href="https://www.studentclearinghouse.org/colleges/pdp/">https://www.studentclearinghouse.org/colleges/pdp/</a> | Institutions provide their data voluntarily and at no cost. | There are more than 3,700 participating colleges and universities. These institutions account for the enrollment of over 99 percent of public and private students and regularly provide enrollment and graduation data to the Clearinghouse. About 500 colleges and universities participate in PDP as of this writing. |
| <b>Proportional representation in program of study by race/ethnicity, gender, and Pell status</b> | National Student Clearinghouse Postsecondary Data Partnership | National Student Clearinghouse              | <a href="https://www.studentclearinghouse.org/colleges/pdp/">https://www.studentclearinghouse.org/colleges/pdp/</a> | Institutions provide their data voluntarily and at no cost. | There are more than 3,700 participating colleges and universities. These institutions account for the enrollment of over 99 percent of public and private students and regularly provide enrollment and graduation data to the Clearinghouse. About 500 colleges and universities participate in PDP as of this writing. |

| Metric  | Data Set  | Source                         | Link  | Cost  | Coverage/Usage   |
|---|---|--------------------------------|---|---|--|
| <b>Credit Accumulation Rate by race/ethnicity, gender, and Pell status</b>  | National Student Clearinghouse Postsecondary Data Partnership | National Student Clearinghouse | <a href="https://www.studentclearinghouse.org/colleges/pdp/">https://www.studentclearinghouse.org/colleges/pdp/</a> | Institutions provide their data voluntarily and at no cost. | There are more than 3,700 participating colleges and universities. These institutions account for the enrollment of over 99 percent of public and private students and regularly provide enrollment and graduation data to the Clearinghouse. About 500 colleges and universities participate in PDP as of this writing. |
| <b>Credit Completion Ratio by race/ethnicity, gender, and Pell status</b>   | National Student Clearinghouse Postsecondary Data Partnership | National Student Clearinghouse | <a href="https://www.studentclearinghouse.org/colleges/pdp/">https://www.studentclearinghouse.org/colleges/pdp/</a> | Institutions provide their data voluntarily and at no cost. | There are more than 3,700 participating colleges and universities. These institutions account for the enrollment of over 99 percent of public and private students and regularly provide enrollment and graduation data to the Clearinghouse. About 500 colleges and universities participate in PDP as of this writing. |
| <b>Gateway Course Completion by race/ethnicity, gender, and Pell status</b> | National Student Clearinghouse Postsecondary Data Partnership | National Student Clearinghouse | <a href="https://www.studentclearinghouse.org/colleges/pdp/">https://www.studentclearinghouse.org/colleges/pdp/</a> | Institutions provide their data voluntarily and at no cost. | There are more than 3,700 participating colleges and universities. These institutions account for the enrollment of over 99 percent of public and private students and regularly provide enrollment and graduation data to the Clearinghouse. About 500 colleges and universities participate in PDP as of this writing. |
| <b>Persistence/Retention by race/ethnicity, gender, and Pell status</b>     | National Student Clearinghouse Postsecondary Data Partnership | National Student Clearinghouse | <a href="https://www.studentclearinghouse.org/colleges/pdp/">https://www.studentclearinghouse.org/colleges/pdp/</a> | Institutions provide their data voluntarily and at no cost. | There are more than 3,700 participating colleges and universities. These institutions account for the enrollment of over 99 percent of public and private students and regularly provide enrollment and graduation data to the Clearinghouse. About 500 colleges and universities participate in PDP as of this writing. |

| Metric   | Data Set  | Source   | Link  | Cost   | Coverage/Usage   |
|--|---|--|---|--|--|
| <b>Transfer by race/ethnicity, gender, and Pell status</b>   | National Student Clearinghouse Postsecondary Data Partnership | National Student Clearinghouse                       | <a href="https://www.studentclearinghouse.org/colleges/pdp/">https://www.studentclearinghouse.org/colleges/pdp/</a>   | Institutions provide their data voluntarily and at no cost.  | There are more than 3,700 participating colleges and universities. These institutions account for the enrollment of over 99 percent of public and private students and regularly provide enrollment and graduation data to the Clearinghouse. About 500 colleges and universities participate in PDP as of this writing. |
| <b>Development of useful and transferable skills for the workplace (such as verbal and written fluency and analytic inquiry)</b> | National Survey of Student Engagement                         | Indiana University Center for Postsecondary Research | <a href="https://nsse.indiana.edu/nsse/survey-instruments/topical-modules/index.html">https://nsse.indiana.edu/nsse/survey-instruments/topical-modules/index.html</a> | \$300 registration fee. The administration fee starts at \$2,100 for undergraduate enrollment under 500, increasing incrementally to \$8,000 for institutions with more than 2,000 students. Recruitment method (email or regular mail) also impacts cost. | Over 1,650 schools have participated since 2000, including 531 colleges and universities in 2019. Approximately 6 million students have completed the survey since 2000, including 294,507 students in 2019.   |
| <b>Access to and perception of advising by race/ethnicity, gender and income</b>   | National Survey of Student Engagement                         | Indiana University Center for Postsecondary Research | <a href="https://nsse.indiana.edu/nsse/survey-instruments/topical-modules/index.html">https://nsse.indiana.edu/nsse/survey-instruments/topical-modules/index.html</a> | \$300 registration fee. The administration fee starts at \$2,100 for undergraduate enrollment under 500, increasing incrementally to \$8,000 for institutions with more than 2,000 students. Recruitment method (email or regular mail) also impacts cost. | Over 1,650 schools have participated since 2000, including 531 colleges and universities in 2019. Approximately 6 million students have completed the survey since 2000, including 294,507 students in 2019.   |

<sup>1</sup>Note: All metrics except Credit Accumulation Rate, Credit Completion Ratio, and Gateway Course Completion are available from other Clearinghouse services as well.

**Table A2. Campus Climate and Inclusivity Surveys**

| Metric   | Data Set   | Source   | Link  | Cost  | Coverage/Usage  |
|--|--|--|---|---|---|
| <b>Reported violence, harassment, and hate crimes disaggregated by race/ethnicity, income, and gender</b>  | Campus Safety and Security Data Analysis Cutting Tool  | Title IX Clery Data, Office of Postsecondary Education | <a href="https://ope.ed.gov/campussafety/#/">https://ope.ed.gov/campussafety/#/</a>   | Federally collected and publicly available  | Clery data are annually gathered from the approximately 6,400 colleges, universities, and technical and vocational institutions that participate in the federal student aid programs.   |
| <b>Diverse Learning Environments</b>   | Diverse Learning Environments Survey   | Higher Education Research Institute                    | <a href="https://ucla.app.box.com/v/DLE-Instrument-Core-Modules">https://ucla.app.box.com/v/DLE-Instrument-Core-Modules</a>   | The combined survey administration and registration fee is calculated based on total full-time equivalent undergraduate enrollment using IPEDS data. Staff must contact the HERI to see what the price is for their respective institution. \$1,000 deposit required. | Since 2010, the DLE has been administered at 150 institutions, including 55 public four-years, 75 private two-years, and 20 public two-year institutions. Most of the institutions (116) have participated only once, 23 have participated twice, eight institutions three times, two institutions four times, and one institution six times. |
| <b>EEOC charges of discrimination based on sex, race/ethnicity, disability, retaliation, color, religion, etc. disaggregated by filers' race/ethnicity, income, and gender</b> | Enforcement and Litigation Data  | Equal Employment Opportunity Commission                | <a href="https://www.eeoc.gov/eeoc/newsroom/release/4-10-19.cfm">https://www.eeoc.gov/eeoc/newsroom/release/4-10-19.cfm</a>   | Federally collected and publicly available  | All institutions with 100 or more employees are required to file an Equal Employment Survey with the Commission.  |
| <b>Faculty Climate</b>   | Faculty Climate Survey   | Higher Education Research Institute                    | <a href="https://ucla.app.box.com/v/FAC-Instrument-Core-Modules">https://ucla.app.box.com/v/FAC-Instrument-Core-Modules</a>   | \$300 registration fee. The administration fee is \$800 + \$1.50 per sampled faculty/instructor for a sample size under 100, and \$1,000 + \$1.50 per sampled faculty/instructor for a sample size of 100 or more   | Since 1989 over 1,100 two-and four-year institutions have used results from this survey to connect faculty practices, values, and priorities to institutional success and drive improvement efforts.  |
| <b>Pending Cases Currently Under Investigation at Elementary-Secondary and Post-Secondary Schools</b>  | Pending Cases Currently Under Investigation at Elementary-Secondary and Post-Secondary Schools | Office of Civil Rights                                 | <a href="https://www2.ed.gov/about/offices/list/ocr/docs/investigations/open-investigations/index.html">https://www2.ed.gov/about/offices/list/ocr/docs/investigations/open-investigations/index.html</a> | Federally collected and publicly available  | OCR publishes a list of institutions under investigation on the first Wednesday of each month. The inclusion of an institution on this list means a complaint was filed that the agency determined should be opened for investigation, or that the agency has opened a compliance review.   |

| Metric               | Data Set             | Source                              | Link  | Cost  | Coverage/Usage   |
|----------------------|----------------------|-------------------------------------|---|---|--|
| <b>Staff Climate</b> | Staff Climate Survey | Higher Education Research Institute | <a href="https://ucla.app.box.com/v/SCS-Survey-Instrument">https://ucla.app.box.com/v/SCS-Survey-Instrument</a> | The combined survey administration and registration fee is calculated based on total full-time equivalent undergraduate enrollment using IPEDS data. Staff must contact the HERI to see what the price is for their respective institution. \$1,000 deposit required. | Information not currently available. Designed to be administered alongside the HERI Faculty Survey and the Diverse Learning Environments (DLE) survey. |

**Table A3. Institutional Investments in Economic Justice**

| Metric   | Data Set                                       | Source  | Link  | Cost   | Coverage/Usage  |
|--|--|---|---|--|---|
| <b>Amount and share of institutional aid awarded based on financial need</b><br>(using Common Data Set data) | Common Data Set                                | Common Data Set (College Board, Peterson's, and U.S. News & World Report) | <a href="https://www.commondataset.org/">https://www.commondataset.org/</a>       | Institutions provide their data voluntarily and at no cost. Data are available for free. | The College Board administers the Annual College Survey to nearly 4,000 accredited undergraduate institutions. Peterson's administers the Undergraduate Institutions Survey to over 4,000 institutions, and U.S. News & World Report assessed 1,452 institutions in 2020. |
| <b>Percentage of federal work-study grant money spent on community service projects</b>                      | Corporation for National and Community Service | Corporation for National and Community Service                            | <a href="https://data.nationalservice.gov/">https://data.nationalservice.gov/</a> | Federally collected and publicly available   | Data are collected from the 3,300 institutions that participate in federal work-study   |
| <b>Size of institutional budget and proportion spent on underserved students</b>                             | Corporation for National and Community Service | Corporation for National and Community Service                            | <a href="https://data.nationalservice.gov/">https://data.nationalservice.gov/</a> | Federally collected and publicly available   | Information not currently available   |
| <b>Size of institutional endowment proportionate to spending on community service projects</b>               | Corporation for National and Community Service | Corporation for National and Community Service                            | <a href="https://data.nationalservice.gov/">https://data.nationalservice.gov/</a> | Federally collected and publicly available   | Information not currently available   |
| <b>Size of institutional endowments and the proportion spent on underserved students</b>                     | IPEDS  | NCES  | <a href="https://nces.ed.gov/ipeds/">https://nces.ed.gov/ipeds/</a>               | Federally collected and publicly available   | IPEDS data are annually gathered from the approximately 6,400 colleges, universities, and technical and vocational institutions that participate in the federal student aid programs.   |
| <b>Amount/share of institutional aid awarded based on financial need</b><br>(using Common Data Set data)     | IPEDS  | NCES  | <a href="https://nces.ed.gov/ipeds/">https://nces.ed.gov/ipeds/</a>               | Federally collected and publicly available   | IPEDS data are annually gathered from the approximately 6,400 colleges, universities, and technical and vocational institutions that participate in the federal student aid programs.   |

**Table A4. Surveys to Assess Preparedness to Address Racial and Social Justice**

| Metric  | Data Set   | Source   | Link  | Cost  | Coverage/Usage  |
|---|--|--|---|---|---|
| <b>Intercultural Knowledge and Competence</b>               | Valid Assessment of Learning in Undergraduate Education (VALUE) Rubric | Association of American Colleges and Universities    | <a href="https://www.aacu.org/value/rubrics/intercultural-knowledge">https://www.aacu.org/value/rubrics/intercultural-knowledge</a>   | Rubrics available for free with account. Training for participating campuses, or certified scorer (or both) at no charge in 2020.   | As of 2018, all 16 VALUE rubrics had been downloaded more than 70,000 times by individuals representing more than 5,895 organizations, including more than 2,188 colleges and universities.   |
| <b>Diverse Learning Environments</b>                        | Diverse Learning Environments Survey                                   | Higher Education Research Institute                  | <a href="https://heri.ucla.edu/diverse-learning-environments-survey/">https://heri.ucla.edu/diverse-learning-environments-survey/</a>   | Federally collected and publicly available. The combined survey administration and registration fee is calculated based on total full-time equivalent undergraduate enrollment using IPEDS data. Staff must contact the HERI to see what the price is for their respective institution. \$1,000 deposit required. | Since 2010, the DLE has been administered at 150 institutions, including 55 public four-years, 75 private two-years, and 20 public two-year institutions. Most of the institutions (116) have participated only once, 23 have participated twice, eight institutions three times, two institutions four times, and one institution six times. |
| <b>Inclusiveness and Engagement with Cultural Diversity</b> | Faculty Survey of Student Engagement                                   | Indiana University Center for Postsecondary Research | <a href="http://fsse.indiana.edu/pdf/topicalModules/Inclusiveness_and_Engagement_with_Cultural_Diversity.pdf">http://fsse.indiana.edu/pdf/topicalModules/Inclusiveness_and_Engagement_with_Cultural_Diversity.pdf</a> | \$300 registration fee. The administration fee is \$800 + \$1.50 per sampled faculty/instructor for a sample size under 100, and \$1,000 + \$1.50 per sampled faculty/instructor for a sample size of 100 or more   | Since 2003, more than 250,000 instructional staff from more than 800 institutions have responded to FSSE. The Inclusiveness and Engagement with Cultural Diversity module has been administered since 2013.   |

| Metric  | Data Set   | Source   | Link  | Cost  | Coverage/Usage  |
|---|--|--|---|---|---|
| <b>Voter turnout by race/ethnicity, gender, and income</b>  | National Study of Learning, Voting, and Engagement | Institute for Democracy and Higher Education         | <a href="https://idhe.tufts.edu/2018-nsive-data-portal">https://idhe.tufts.edu/2018-nsive-data-portal</a>   | Free with 2-page authorization form   | Participants include 10.8 million students who were enrolled at 1,050 participating institutions during the 2014 election, and 10 million students enrolled at 1,050 participating institutions during the 2018 election. |
| <b>Inclusiveness and Engagement with Cultural Diversity</b> | National Survey of Student Engagement              | Indiana University Center for Postsecondary Research | <a href="https://nsse.indiana.edu/nsse/survey-instruments/topical-modules/index.html">https://nsse.indiana.edu/nsse/survey-instruments/topical-modules/index.html</a> | \$300 registration fee. The admin fee starts at \$2,100 for undergrad enrollment under 500, increasing incrementally to \$8,000 for institutions with more than 2,000 students.<br>Recruitment method (email or regular mail) impacts cost. | Over 1,650 schools have participated since 2000, including 531 colleges and universities in 2019. Approximately 6 million students have completed the survey since 2000, including 294,507 students in 2019.              |

**Table A5. Survey Items for Assessing Students' Preparedness for Addressing Social Justice**

| Metric   | Data Set  | Source  | Link  | Cost  | Coverage/Usage  |
|--|---|---|---|---|---|
| <b>Knowledge: Cultural self-awareness</b>                    | Intercultural Knowledge and Competence VALUE Rubric | Association of American Colleges and Universities | <a href="https://www.aacu.org/value/rubrics/intercultural-knowledge">https://www.aacu.org/value/rubrics/intercultural-knowledge</a> | Rubrics available for free with account. Training for participating campuses, or certified scorer (or both) at no charge in 2020. | As of 2018, all 16 VALUE rubrics had been downloaded more than 70,000 times by individuals representing more than 5,895 organizations, including more than 2,188 colleges and universities. |
| <b>Knowledge: Knowledge of cultural worldview frameworks</b> | Intercultural Knowledge and Competence VALUE Rubric | Association of American Colleges and Universities | <a href="https://www.aacu.org/value/rubrics/intercultural-knowledge">https://www.aacu.org/value/rubrics/intercultural-knowledge</a> | Rubrics available for free with account. Training for participating campuses, or certified scorer (or both) at no charge in 2020. | As of 2018, all 16 VALUE rubrics had been downloaded more than 70,000 times by individuals representing more than 5,895 organizations, including more than 2,188 colleges and universities. |
| <b>Skills: Empathy</b>                                       | Intercultural Knowledge and Competence VALUE Rubric | Association of American Colleges and Universities | <a href="https://www.aacu.org/value/rubrics/intercultural-knowledge">https://www.aacu.org/value/rubrics/intercultural-knowledge</a> | Rubrics available for free with account. Training for participating campuses, or certified scorer (or both) at no charge in 2020. | As of 2018, all 16 VALUE rubrics had been downloaded more than 70,000 times by individuals representing more than 5,895 organizations, including more than 2,188 colleges and universities. |
| <b>Skills: Verbal and nonverbal communication</b>            | Intercultural Knowledge and Competence VALUE Rubric | Association of American Colleges and Universities | <a href="https://www.aacu.org/value/rubrics/intercultural-knowledge">https://www.aacu.org/value/rubrics/intercultural-knowledge</a> | Rubrics available for free with account. Training for participating campuses, or certified scorer (or both) at no charge in 2020. | As of 2018, all 16 VALUE rubrics had been downloaded more than 70,000 times by individuals representing more than 5,895 organizations, including more than 2,188 colleges and universities. |
| <b>Attitudes: Curiosity</b>                                  | Intercultural Knowledge and Competence VALUE Rubric | Association of American Colleges and Universities | <a href="https://www.aacu.org/value/rubrics/intercultural-knowledge">https://www.aacu.org/value/rubrics/intercultural-knowledge</a> | Rubrics available for free with account. Training for participating campuses, or certified scorer (or both) at no charge in 2020. | As of 2018, all 16 VALUE rubrics had been downloaded more than 70,000 times by individuals representing more than 5,895 organizations, including more than 2,188 colleges and universities. |

| Metric   | Data Set   | Source  | Link  | Cost  | Coverage/Usage  |
|--|--|---|---|---|---|
| <b>Attitudes: Openness</b>   | Intercultural Knowledge and Competence VALUE Rubric        | Association of American Colleges and Universities | <a href="https://www.aacu.org/value/rubrics/intercultural-knowledge">https://www.aacu.org/value/rubrics/intercultural-knowledge</a> | Rubrics available for free with account. Training for participating campuses, or certified scorer (or both) at no charge in 2020.                                   | As of 2018, all 16 VALUE rubrics had been downloaded more than 70,000 times by individuals representing more than 5,895 organizations, including more than 2,188 colleges and universities. |
| <b>Dimension 3: Taking Seriously the Perspectives of Others</b><br><ul style="list-style-type: none"><li>This campus actively promotes awareness of U.S. social, political, and economic issues</li><li>This campus actively promotes awareness of global social, political, and economic issues</li><li>My experiences at this campus have helped expand my awareness of the importance of being involved in the community and contributing to the greater good</li><li>My experiences at this campus have helped me learn the skills necessary to effectively change society for the better</li><li>My experiences at this campus have helped me deepen my commitment to contribute to the greater good</li></ul>        | Personal and Social Responsibility Institutional Inventory | Association of American Colleges and Universities | <a href="http://www.psri.hs.iastate.edu/dimensions.php">http://www.psri.hs.iastate.edu/dimensions.php</a>                           | Non-refundable registration fee of \$300, and \$3,000 survey administration fee which is refundable if the institution does not follow through with administration. | In 2007, 24,000 students and 9,000 campus professionals across 23 schools in the Core Commitments Leadership Consortium completed the PSRI.   |
| <b>Dimension 4: Taking Seriously the Perspectives of Others</b><br>My experiences at this campus have: <ul style="list-style-type: none"><li>further developed my respect for perspectives different from my own</li><li>increased my ability to learn from diverse perspectives</li></ul> How often do the following events occur at this campus? <ul style="list-style-type: none"><li>Classes help explore diverse perspectives, cultures, and world views</li><li>Out-of-class activities help students explore diverse perspectives, cultures, and world views</li><li>Classes encourage students to research ideas and explore controversial issues with various perspectives using evidence-based claims.</li></ul> | Personal and Social Responsibility Institutional Inventory | Association of American Colleges and Universities | <a href="http://www.psri.hs.iastate.edu/dimensions.php">http://www.psri.hs.iastate.edu/dimensions.php</a>                           | Non-refundable registration fee of \$300, and \$3,000 survey administration fee which is refundable if the institution does not follow through with administration. | In 2007, 24,000 students and 9,000 campus professionals across 23 schools in the Core Commitments Leadership Consortium completed the PSRI.   |

| Metric   | Data Set   | Source  | Link  | Cost  | Coverage/Usage  |
|--|--|---|---|---|---|
| <p><b>Openness to Diversity and Challenge</b></p> <p>Level of agreement with the following statements.</p> <ul style="list-style-type: none"> <li>• Response options: Strongly Disagree, Disagree Somewhat, Neutral, Agree Somewhat, Strongly Agree</li> <li>• I enjoy having discussions with people whose ideas and values are different from my own.</li> <li>• I enjoy talking with people who have values different from mine because it helps me understand myself and my values better.</li> <li>• Learning about people from different cultures is a very important part of my college education.</li> <li>• I enjoy taking courses that challenge my beliefs and values.</li> <li>• The courses I enjoy the most are those that make me think about things from a different perspective.</li> <li>• Contacts with individuals whose background (e.g., race, national origin, sexual orientation) is different from my own is an essential part of my college education.</li> </ul>  | Personal and Social Responsibility Institutional Inventory | Association of American Colleges and Universities | <a href="http://www.psri.hs.iastate.edu/dimensions.php">http://www.psri.hs.iastate.edu/dimensions.php</a> | Non-refundable registration fee of \$300, and \$3,000 survey administration fee which is refundable if the institution does not follow through with administration. | In 2007, 24,000 students and 9,000 campus professionals across 23 schools in the Core Commitments Leadership Consortium completed the PSRI. |
| <p><b>Activism Orientation Scale</b></p> <p>How likely it is that you will engage in each of the following activities in the future:</p> <ul style="list-style-type: none"> <li>• Give a lecture or talk about a social or political issue?</li> <li>• Go out of your way to collect information on a social or political issue?</li> <li>• Campaign door-to-door for a political candidate?</li> <li>• Present facts to contest another person's social or political statement?</li> <li>• Confront jokes, statements, or innuendoes that opposed a particular group's cause?</li> <li>• Distribute information representing a particular social or political group's cause?</li> <li>• Attend a talk on a particular group's social or political concerns?</li> <li>• Try to change a friend's or acquaintance's mind about a social or political issue?</li> <li>• Try to change a relative's mind about a social or political issue?</li> <li>• Participate in discussion groups designed to discuss issues or solutions of a particular social or political group?</li> </ul> | Personal and Social Responsibility Institutional Inventory | American Association of Colleges and Universities | <a href="http://www.psri.hs.iastate.edu/dimensions.php">http://www.psri.hs.iastate.edu/dimensions.php</a> | Non-refundable registration fee of \$300, and \$3,000 survey administration fee which is refundable if the institution does not follow through with administration. | In 2007, 24,000 students and 9,000 campus professionals across 23 schools in the Core Commitments Leadership Consortium completed the PSRI. |

| Metric  | Data Set  | Source                              | Link  | Cost  | Coverage/Usage  |
|---|---|-------------------------------------|---|---|---|
| <p><b>Diverse Learning Environments:</b></p> <p>How often in the past year did you:</p> <ul style="list-style-type: none"> <li>• Make an effort to get to know people from diverse backgrounds</li> <li>• Use different points of view to make an argument</li> <li>• Feel challenged to think more broadly about an issue</li> <li>• Challenge others on issues of discrimination</li> <li>• Apply concepts from courses to real life situations</li> <li>• Recognize the biases that affect your own thinking</li> <li>• Make an effort to educate others about social issues</li> <li>• Critically evaluate my own political ideology on an issue</li> <li>• Discuss issues related to sexism, gender differences, or gender equity</li> <li>• Critically evaluate my own privilege on an issue in regard to race/ethnicity, class, or immigration status</li> </ul> | Diverse Learning Environments Survey                                | Higher Education Research Institute | <a href="https://heri.ucla.edu/diverse-learning-environments-survey/">https://heri.ucla.edu/diverse-learning-environments-survey/</a> | The combined survey administration and registration fee is calculated based on total full-time equivalent undergraduate enrollment using IPEDS data. Staff must contact the HERI to see what the price is for their respective institution. \$1,000 deposit required. | Since 2010, the DLE has been administered at 150 institutions, including 55 public four-years, 75 private two-years, and 20 public two-year institutions. Most of the institutions (116) have participated only once, 23 have participated twice, eight institutions three times, two institutions four times, and one institution six times. |
| <p><b>Diverse Learning Environments</b></p> <p>Extent to which you agree or disagree with each of the following statements:</p> <ul style="list-style-type: none"> <li>• It is hard to listen to points of view that challenge my values</li> <li>• I have a clear sense of my racial/ethnic background and what it means for me</li> <li>• I would rather hear a person's conflicting view than have them remain silent</li> <li>• I feel a strong attachment toward my own racial/ethnic group</li> <li>• I can help people from different groups use conflict constructively</li> </ul>  | Diverse Learning Environments Survey<br>Intergroup Relations Module | Higher Education Research Institute | <a href="https://heri.ucla.edu/diverse-learning-environments-survey/">https://heri.ucla.edu/diverse-learning-environments-survey/</a> | The combined survey administration and registration fee is calculated based on total full-time equivalent undergraduate enrollment using IPEDS data. Staff must contact the HERI to see what the price is for their respective institution. \$1,000 deposit required. | Since 2010, the DLE has been administered at 150 institutions, including 55 public four-years, 75 private two-years, and 20 public two-year institutions. Most of the institutions (116) have participated only once, 23 have participated twice, eight institutions three times, two institutions four times, and one institution six times. |

| Metric  | Data Set   | Source                              | Link  | Cost  | Coverage/Usage  |
|---|--|-------------------------------------|---|---|---|
| <p><b>Diverse Learning Environments</b></p> <p>Extent to which you agree or disagree with each of the following statements:</p> <ul style="list-style-type: none"> <li>• Students here are willing to talk about equity, injustice, and group differences</li> <li>• When people feel proud of the accomplishments of someone of their racial/ethnic group, I feel some of their pride as well</li> <li>• Most people of color are no longer discriminated against in this country</li> <li>• There is at least one staff or faculty member here that I can talk to about difficult social justice issues</li> <li>• What one can achieve in life is still limited by one's race or ethnicity</li> <li>• Inequalities in the educational system limit the success of people of color</li> <li>• When I learn about the injustices that people of different races/ethnicities have experienced, I feel some of the anger that they feel</li> </ul> | Diverse Learning Environments Survey Intergroup Relations Module | Higher Education Research Institute | <a href="https://heri.ucla.edu/diverse-learning-environments-survey/">https://heri.ucla.edu/diverse-learning-environments-survey/</a> | The combined survey administration and registration fee is calculated based on total full-time equivalent undergraduate enrollment using IPEDS data. Staff must contact the HERI to see what the price is for their respective institution. \$1,000 deposit required. | Since 2010, the DLE has been administered at 150 institutions, including 55 public four-years, 75 private two-years, and 20 public two-year institutions. Most of the institutions (116) have participated only once, 23 have participated twice, eight institutions three times, two institutions four times, and one institution six times. |
| <p><b>Diverse Learning Environments</b></p> <p>How often in the past year have you:</p> <ul style="list-style-type: none"> <li>• Avoided using language that reinforces negative stereotypes</li> <li>• Challenged others on derogatory comments</li> <li>• Made efforts to educate myself about other groups</li> <li>• Worked with others to challenge discrimination</li> </ul>  | Diverse Learning Environments Survey Intergroup Relations Module | Higher Education Research Institute | <a href="https://heri.ucla.edu/diverse-learning-environments-survey/">https://heri.ucla.edu/diverse-learning-environments-survey/</a> | The combined survey administration and registration fee is calculated based on total full-time equivalent undergraduate enrollment using IPEDS data. Staff must contact the HERI to see what the price is for their respective institution. \$1,000 deposit required. | Since 2010, the DLE has been administered at 150 institutions, including 55 public four-years, 75 private two-years, and 20 public two-year institutions. Most of the institutions (116) have participated only once, 23 have participated twice, eight institutions three times, two institutions four times, and one institution six times. |

| Metric   | Data Set                              | Source   | Link  | Cost   | Coverage/Usage   |
|--|---------------------------------------|--|---|--|--|
| <b>Inclusiveness and Engagement with Cultural Diversity</b><br>Re: Courses:<br><ul style="list-style-type: none"> <li>Developing the skills necessary to work effectively with people from various backgrounds</li> <li>Recognizing students' cultural norms and biases</li> <li>Students sharing their perspectives and experiences</li> <li>Exploring students' backgrounds through projects, assignments, or programs</li> <li>Learning about other cultures</li> <li>Discussing issues of equity or privilege</li> <li>Respecting the expression of diverse ideas</li> </ul>   | Faculty Survey of Student Engagement  | Indiana University Center for Postsecondary Research | <a href="http://fsse.indiana.edu/pdf/topicalModules/Inclusiveness_and_Engagement_with_Cultural_Diversity.pdf">http://fsse.indiana.edu/pdf/topicalModules/Inclusiveness_and_Engagement_with_Cultural_Diversity.pdf</a> | \$300 registration fee. The administration fee is \$800 + \$1.50 per sampled faculty/instructor for a sample size under 100, and \$1,000 + \$1.50 per sampled faculty/instructor for a sample size of 100 or more  | Since 2003, more than 250,000 instructional staff from more than 800 institutions have responded to FSSE. The Inclusiveness and Engagement with Cultural Diversity module has been administered since 2013.  |
| <b>Inclusiveness and Engagement with Cultural Diversity</b><br>During the current school year, how much has your coursework emphasized the following?<br><ul style="list-style-type: none"> <li>Response options: Very much, Quite a bit, Some, Very little</li> <li>Developing the skills necessary to work effectively with people from various backgrounds</li> <li>Recognizing your own cultural norms and biases</li> <li>Sharing your own perspectives and experiences</li> <li>Exploring your own background through projects, assignments, or programs</li> <li>Learning about other cultures</li> <li>Discussing issues of equity or privilege</li> <li>Respecting the expression of diverse ideas</li> </ul> | National Survey of Student Engagement | Indiana University Center for Postsecondary Research | <a href="https://nsse.indiana.edu/nsse/survey-instruments/topical-modules/index.html">https://nsse.indiana.edu/nsse/survey-instruments/topical-modules/index.html</a>   | \$300 registration fee. The administration fee starts at \$2,100 for undergraduate enrollment under 500, increasing incrementally to \$8,000 for institutions with more than 2,000 students. Recruitment method (email or regular mail) also impacts cost. | Over 1,650 schools have participated since 2000, including 531 colleges and universities in 2019. Approximately 6 million students have completed the survey since 2000, including 294,507 students in 2019. |

| Metric  | Data Set  | Source   | Link  | Cost   | Coverage/Usage   |
|---|---|--|---|--|--|
| <b>Inclusiveness and Engagement with Cultural Diversity</b><br>How much does your institution emphasize the following? <ul style="list-style-type: none"> <li>• Demonstrating a commitment to diversity</li> <li>• Providing students with the resources needed for success in a multicultural world</li> <li>• Creating an overall sense of community among students</li> <li>• Ensuring that you are not stigmatized because of your identity (racial/ethnic, gender, religious, sexual orientation, etc.)</li> <li>• Providing information about anti-discrimination and harassment policies</li> <li>• Taking allegations of discrimination or harassment seriously</li> <li>• Helping students develop the skills to confront discrimination and harassment</li> </ul>   | National Survey of Student Engagement             | Indiana University Center for Postsecondary Research | <a href="https://nsse.indiana.edu/nsse/survey-instruments/topical-modules/index.html">https://nsse.indiana.edu/nsse/survey-instruments/topical-modules/index.html</a> | \$300 registration fee. The administration fee starts at \$2,100 for undergraduate enrollment under 500, increasing incrementally to \$8,000 for institutions with more than 2,000 students. Recruitment method (email or regular mail) also impacts cost. | Over 1,650 schools have participated since 2000, including 531 colleges and universities in 2019. Approximately 6 million students have completed the survey since 2000, including 294,507 students in 2019. |
| <b>Cross-racial engagement</b> <ul style="list-style-type: none"> <li>• Frequency of participation in activities with students of color from campus</li> <li>• Reasons for not interacting with students of color from campus</li> <li>• Frequency of participation in activities with White students from campus</li> <li>• Reasons for not interacting with White students from campus</li> <li>• Feelings around being engaged in conversations about race with students of color from campus</li> <li>• Feelings around being engaged in conversations about race with White students from campus</li> <li>• Frequency of conversations around current political topics with students of color from campus</li> <li>• Frequency of conversations around current political topics with White students from campus</li> </ul> | National Assessment of Collegiate Campus Climates | USC Race and Equity Center                           | <a href="https://race.usc.edu/colleges/">https://race.usc.edu/colleges/</a>   | \$10,000 per institution   | Information not currently available  |

| Metric  | Data Set  | Source                     | Link  | Cost                     | Coverage/Usage                      |
|---|---|----------------------------|---|--------------------------|-------------------------------------|
| <b>Racial learning and literacy</b> <ul style="list-style-type: none"> <li>• Spaces on campus where students have learned about race</li> <li>• Campus agents for helping students learn about race</li> <li>• Extent of racial diversity reflected in major classes</li> <li>• Extent of racial diversity reflected outside major classes</li> <li>• Extent of preparation from campus for participation in diverse democracy</li> </ul> | National Assessment of Collegiate Campus Climates | USC Race and Equity Center | <a href="https://race.usc.edu/colleges/">https://race.usc.edu/colleges/</a> | \$10,000 per institution | Information not currently available |

**Table A6. Students' Post College Outcomes**

| Metric  | Data Set                 | Source   | Link  | Cost  | Coverage/Usage   |
|---|--------------------------|--|---|---|--|
| <b>Employment by race/ethnicity, gender, and income</b>   | Accrediting agencies     | Accrediting agencies                           | <a href="https://ticas.org/files/pub_files/of_metrics_markets.pdf">https://ticas.org/files/pub_files/of_metrics_markets.pdf</a>                               | Regionally collected and publicly available.  | All regionally accredited institutions.  |
| <b>Job placement rate by race/ethnicity, gender, and income</b>   | Accrediting agencies     | Accrediting agencies                           | <a href="https://ticas.org/files/pub_files/of_metrics_markets.pdf">https://ticas.org/files/pub_files/of_metrics_markets.pdf</a>                               | Regionally collected and publicly available.  | All regionally accredited institutions.  |
| <b>Employment by race/ethnicity, gender, and income</b>   | First Destination Survey | National Association of Colleges and Employers | <a href="https://www.naceweb.org/job-market/graduate-outcomes/first-destination/">https://www.naceweb.org/job-market/graduate-outcomes/first-destination/</a> | Membership ranges from \$455 to \$5,3550. Peer institution comparison reports are \$300. Prices for custom reports and commissioned primary research vary upon request. | In 2018, 361 schools provided data for 693,000 graduates, which accounts for 26.7% of all bachelor's degree graduates, 15.8% of all master's degree graduates, 10.8% of all doctoral degree graduates, and 1.4% of all associate degree graduates. |
| <b>Continuing education by race/ethnicity, gender, and income</b>   | First Destination Survey | National Association of Colleges and Employers | <a href="https://www.naceweb.org/job-market/graduate-outcomes/first-destination/">https://www.naceweb.org/job-market/graduate-outcomes/first-destination/</a> | Membership ranges from \$455 to \$5,3550. Peer institution comparison reports are \$300. Prices for custom reports and commissioned primary research vary upon request. | In 2018, 361 schools provided data for 693,000 graduates, which accounts for 26.7% of all bachelor's degree graduates, 15.8% of all master's degree graduates, 10.8% of all doctoral degree graduates, and 1.4% of all associate degree graduates. |
| <b>Starting salary</b>  | First Destination Survey | National Association of Colleges and Employers | <a href="https://www.naceweb.org/job-market/graduate-outcomes/first-destination/">https://www.naceweb.org/job-market/graduate-outcomes/first-destination/</a> | Membership ranges from \$455 to \$5,3550. Peer institution comparison reports are \$300. Prices for custom reports and commissioned primary research vary upon request. | In 2018, 361 schools provided data for 693,000 graduates, which accounts for 26.7% of all bachelor's degree graduates, 15.8% of all master's degree graduates, 10.8% of all doctoral degree graduates, and 1.4% of all associate degree graduates. |
| <b>Student Debt (default rates, repayment rates, amount of debt, earnings-to-debt ratios) by race/ethnicity, gender, and income</b> | IPEDS                    | Department of Education/Department of Treasury | <a href="https://nces.ed.gov/ipeds/">https://nces.ed.gov/ipeds/</a>   | Federally collected and publicly available  | IPEDS data are annually gathered from the approximately 6,400 colleges, universities, and technical and vocational institutions that participate in the federal student aid programs.  |

| Metric   | Data Set                               | Source   | Link  | Cost                                       | Coverage/Usage  |
|--|--|--|---|--|---|
| <b>Threshold earnings rate by race/ethnicity, gender, and income</b> | IPEDS                                  | Department of Education/<br>Department of Treasury | <a href="https://nces.ed.gov/ipeds/">https://nces.ed.gov/ipeds/</a>   | Federally collected and publicly available | IPEDS data are annually gathered from the approximately 6,400 colleges, universities, and technical and vocational institutions that participate in the federal student aid programs.   |
| <b>Gainful employment regulation</b>                                 | IPEDS                                  | NCES   | <a href="https://nces.ed.gov/ipeds/">https://nces.ed.gov/ipeds/</a>   | Federally collected and publicly available | IPEDS data are annually gathered from the approximately 6,400 colleges, universities, and technical and vocational institutions that participate in the federal student aid programs.   |
| <b>Various</b>   | State unemployment insurance (UI) data | State unemployment insurance (UI) data             | <a href="https://ticas.org/files/pub_files/of_metrics_markets.pdf">https://ticas.org/files/pub_files/of_metrics_markets.pdf</a> | Collected and available at state level.    | <p>Generally, institutions must pay both state and federal unemployment taxes if they</p> <ul style="list-style-type: none"> <li>– pay wages to employees totaling \$1,500, or more, in any quarter of a calendar year or</li> <li>– they had at least one employee during any day of a week during 20 weeks in a calendar year, regardless of whether or not the weeks were consecutive.</li> </ul> <p>However, some state laws differ from the federal law and employers should contact their state workforce agencies to learn the exact requirements.</p> |

| Metric   | Data Set  | Source  | Link  | Cost                                       | Coverage/Usage   |
|--|---|---|---|--|--|
| <b>Employment by race/ethnicity, gender, and income</b>      | Workforce Innovation and Opportunity Act (WIOA) | Department of Labor, Employment, and Training | <a href="https://www.dol.gov/agencies/eta/wioa">https://www.dol.gov/agencies/eta/wioa</a> | Federally collected and publicly available | Data are collected for all institutions that meet one or more of these criteria<br>– has 100 or more employees<br>– has fewer than 100 employees if the institution is owned by or corporately affiliated with another company and the entire enterprise employs a total of 100 or more employees<br>– are federal government prime contractors or first-tier subcontractors subject with 50 or more employees with a contract or subcontract amounting to \$50,000 or more. |
| <b>Median earnings by race/ethnicity, gender, and income</b> | Workforce Innovation and Opportunity Act (WIOA) | Department of Labor, Employment, and Training | <a href="https://www.dol.gov/agencies/eta/wioa">https://www.dol.gov/agencies/eta/wioa</a> | Federally collected and publicly available | Data are collected for all institutions that meet one or more of these criteria<br>– has 100 or more employees<br>– has fewer than 100 employees if the institution is owned by or corporately affiliated with another company and the entire enterprise employs a total of 100 or more employees<br>– are federal government prime contractors or first-tier subcontractors subject with 50 or more employees with a contract or subcontract amounting to \$50,000 or more. |

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